

Standard USHC-1: The student will demonstrate an understanding of the settlement of North America.

Indicator

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. (H, E, P, G)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous/future knowledge:

In the 4th grade and again in the 6th grade, students used a map to identify the routes of various explorers and trade (4-1.3, 6-6.1) to the New World and matched these routes to the territories claimed by different nations, including Spain, France, the Netherlands, and England (4-1.3). In the 7th grade, maps were used to identify the colonial expansion of European powers in the Americas through 1770 (7-1.1).

Motivations for settlement, including freedom of worship, and economic opportunity (4-2.3), were studied in the 4th grade and in the 6th grade students compared the incentives of the various European countries to explore and settle new lands (6-6.2). In the 4th grade, students compared settlements in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4). In the 7th grade, they compared how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies (7-1.3). In Global Studies, students again focused on the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2). They studied the emergence of capitalism that influenced the founding and development of the colonies, including the significance of mercantilism, the developing market economy, and expanding international trade (7-1.6). In the 8th grade, students summarized the history of European settlement in the Carolinas with the first Spanish and French attempts at settlement and finally South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the plantation system and slavery, and the impact of the natural environment on the development of the colony (8-1.3). Eighth graders studied the factors that influenced economic growth in South Carolina during the colonial period including geography, trade with Barbados, new products such as rice and indigo and the role of British mercantilist policies (8-1.6).

In the 4th grade, students were introduced to the importance of the development of slavery in the New World, including the slave trade; the Middle Passage; and the exchange of goods among the West Indies, Europe, and the Americas (4-2.5), the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies (4-2.6), how conflicts and cooperation among the Europeans and Africans influenced colonial events including, slave revolts (4-2.7). Slavery was addressed again in the 8th grade when students studied reasons for the growth of the African American population during the colonial period and the significance of African Americans in the developing culture and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, the Stono Rebellion and subsequent laws to control the slave population (8-1.4).

Fourth graders focused on how the geography of a region impacted the development of various native cultural groups throughout North America on the eve of European discovery (4-2.2). In both the 4th and 6th grades, students were introduced to the impact of European colonization on the native peoples of the New World including the Columbian Exchange (4-1.4, 6-6.3) and how conflicts and cooperation among the Native Americans and Europeans influenced colonial events including the Native American wars, the French and Indian War, and trade (4-2.7). In the 7th grade, students explained how the use

of gunpowder affected the cultures of the New World and the relationship of European settlers with the native peoples (7-1.2). In the 8th grade students studied culture, political systems and daily life of the Eastern Woodland natives of South Carolina (8-1.1) and how events affected the relations of native peoples with European settlers (8-1.2).

It is essential for students to know:

Students should have a mental map of where each colonial claim was located. Because this has been so extensively studied in earlier grades it should be enough to review the locations of New Spain, New France, New England, British Mid-Atlantic colonies, British Southern colonies, and the British Caribbean. They should understand that competition between these nations drove exploration and motivated settlement.

It is important for students to understand the complexities of motivations for settlement and that these motivations impacted the type of society that developed in each region. For the English colonies students should concentrate on colonies that are *examples* of their region *such as* Massachusetts for New England, Pennsylvania for the Mid-Atlantic colonies and Virginia and South Carolina for the Southern colonies. As for the British Caribbean, a review of understanding from the 8th grade about the importance of the transplant of slave culture from Barbados should be sufficient.

Religion

One of the most common misunderstandings about the motivation of settlers is that they all came for religious reasons. Although Spaniards were exploring and conquering for “God, Gold and Glory,” gold was their primary motivation. Spanish settlers who came to the New World were looking for economic opportunity, not religious freedom. Spanish missionaries converted native peoples, often by force, to the religion of Spain, Roman Catholicism. Spaniards used the natives as laborers in order to hold the land for Spain. The French government did not allow French Huguenots to migrate to French territories in the New World, consequently some went to South Carolina. This should link well with what students remember from the 8th grade. French Roman Catholic missionaries also converted native peoples. However, unlike the Spanish, this conversion was not forced but was often the result of the strong economic and social ties between the French explorers and fur trappers and the natives.

The impact of religion in the English colonies depended upon which groups of Englishmen settled in the region. The first settlers to New England migrated for religious reasons but not for religious freedom. It is important to note that there was very little religious tolerance in New England. This is a common confusion for students. Although the Puritans came for religious freedom for themselves, they were trying to create a “city on the hill.” They did not want this model community defiled by people with other religious beliefs, so they exiled dissenters and persecuted Quakers. Religion played a large role in the cultural development of New England. Some religious tolerance developed in New England later in the 1600s as a result of Roger Williams’ influence in Rhode Island, requirements of the crown and in the 1700s due to the effects of the Great Awakening. There was more religious diversity and tolerance in the Mid-Atlantic colonies; however, it was also limited. The Act of Toleration in Maryland, for example, is often cited as evidence of religious tolerance but is also evidence of the intolerance practiced by the Puritans in Maryland. Lord Baltimore promoted the Act in order to protect the rights of the Catholics in the colony. Southern colonies were founded for economic reasons and religion did not play as large a role in their cultural development until the Great Awakening. The Church of England was the established church in the South.

Society

The Spanish colonies developed a strict hierarchical social structure that was influenced by the authoritarian hierarchy of their religion and of the Spanish government. Spanish society in the New World was impacted by patterns of migration and a dependence on slave labor. French society was also impacted by patterns of migration but they were not dependent on slave labor because of the geography of their territories. English settlers initially developed a somewhat egalitarian society in New England and the middle colonies based on religious equality but as economic prosperity developed and immigration increased, so did class distinctions. The church fostered the development of towns and educational institutions and shaped New England society. The English settlements in the South developed a hierarchical social structure early because of their dependence on indentured servants and slaves and the plantation system. The slave system was transplanted to the Carolinas from Barbados. The development of towns and educational institutions was impeded by these large land holdings.

Politics

The political development of the colonies was impacted by the political traditions of the mother country. Spain and France did not have an experience of democracy and consequently transferred their authoritarian control to their colonies. Spanish viceroys and French governors governed in the name of the King. The British emigrants brought their experience with the Magna Carta and Parliament to the colonies. Colonial experiences and distance from the mother country fostered the development of democratic institutions starting with Virginia's House of Burgesses and the New England town meeting. Students should know the difference between charter, proprietary and royal colonies in relation to the degree of self government these colonies practiced. Events in England during the 1600s and the policy of salutary neglect helped to undermine the authority of the king in the colonies and strengthened the role of colonial assemblies. Although most colonies were royal colonies by 1750, colonial assemblies used the power of the purse to control the impact of the royal governors. It is essential for students to understand that British subjects in the colonies were loyal to the Crown but believed that only their colonial assemblies had the power to tax them based on the traditions of the Magna Carta and colonial experience. The English Civil War, the Glorious Revolution and the English Bill of Rights all influenced the colonists' perception of their rights as Englishmen. This understanding will be essential for Standard 2.

Economics

Economic support for the founding and development of the colonies was different for each of the colonial powers. The Spanish crown funded expeditions. English expeditions and settlements were funded by joint stock companies or individual proprietors.

The economic development of the European colonies in the New World depended on their geographic location and the natural resources and human capital available to them. The Spanish found gold and silver and exploited the natives on *encomiendas* and then introduced African slaves as laborers. Missionary outposts were important for political control as well as their economic contribution. The French developed an economy based on fur trapping and export that influenced their mutual dependence on native tribes. This caused them to claim much of the inland of the continent as hunting grounds and brought them into conflict with the English. Like England, both Spain and France followed mercantilist policies.

Geographic conditions afforded the settlers in New England only a subsistence farming economy. They turned to the forests for shipbuilding and to the sea as merchants and fishermen. New Englanders were not as dependent on slavery as Southern colonists because of geographic conditions, such as rocky

soil and short growing seasons. The settlers of the Mid-Atlantic colonies were able to exploit their geographic resources and large families to develop an export trade in food stuffs. The Southern colonies used their wide expanses of fertile soil to grow cash crops, such as tobacco, rice, indigo, with slave labor and to export these crops on the ships of New England. It is a common misunderstanding that cotton was a major export crop of the colonial era. Cotton became an important part of the southern economy only after the invention of the cotton gin in 1793. The three regions developed an interdependent network of coastal trade and trade with the British Caribbean as well as trade across the Atlantic with Africa and Europe. This trade and consequent economic development was impacted by the mercantilist policies of the mother country. Students should understand where the largest port cities were located and why they developed in those locales. This understanding will be essential background for future economic development included in standards 3 and 5.

It is not essential for students to know:

While students may recall some explorers (such as Columbus, Cabot, Cartier, Magellan), it is not essential for students to remember *all* of the names of the individual explorers and *conquistadores*. Although they should understand that there was competition between the colonial powers, they need not know about the Treaty of Tordesillas or the defeat of the Spanish Armada. They also need not know about the settlement of New Netherlands or New Sweden nor their takeover by the British. They need not know the details of the settlement and development of each colony within a region. For instance, they need not know about the founding of Connecticut and Rhode Island in New England. They need not know the details of the founding of Georgia in the Southern English Colonies or the split of the Carolinas.

Students need not understand the religious principles or practices of each religious group, the importance of the Half Way Covenant, or the religious implications of the Salem Witch Trials. They need only a very general understanding of the Great Awakening, not that this revival led to the split of churches into the Old Lights and the New Lights or that it resulted in the founding of new religious groups in America such as Methodists and Baptists or that it promoted religious tolerance and egalitarianism that laid a foundation for the American revolution. They do not need to know that the religion of the backcountry of the English colonies was influenced by the migration of the Scotch Irish who brought Presbyterianism with them nor that the democratic nature of the presbytery influenced the political culture of this region.

Students do not need to remember the names of the social classes within the Spanish colonies. They need not remember the reasons for the switch from indentured workers to slave labor in the British colonies nor the time period in which this occurred. Although students should understand the tension between different groups within the colonies, they need not remember the details of Bacon's Rebellion, the Stono Rebellion or Pope's Rebellion.

They need not know the organizations of royal control for the English colonies nor the differences of political organization of the various colonies. They do not need to know that only Pennsylvania had a unicameral legislature. They need not know about the creation of the Dominion of New England nor its overthrow.

They need not remember *all* of the products of each British colonial region nor the goods traded on each leg of the so-called triangular trade routes. They need not remember the specific acts that enforced mercantilism or the different ways in which mercantilism affected colonies in different regions. They need not know that Adam Smith's *Wealth of Nations* was an attack on mercantilism.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the religious, social, political and economic similarities and differences between the colonial regions of New Spain, New France and the English colonies in New England, the Mid Atlantic colonies and the southern colonies. Students should be able to recognize **examples** of evidence of each of these categories for each colonial region and classify it to the appropriate colonial region. They should be able to **interpret** maps and graphs and **infer** their relationship to information about the time period. Students should be able to **compare** the colonial regions, **interpret** the significance of these differences and **infer** its impact on the future of the colonies.